LEARNING SUPPORTS

Guide for Continuum Mapping

All schools/districts provide learning supports for students. The number of different activities/programs/initiatives/services (learning supports) that are available in any one district can be staggering. Many of these supports were implemented because of a particular funding stream, mandate, or as a reaction to a particular incident. Overtime, it becomes easy to lose track of all the supports that are available and the reasons that they are offered. Supports can also be developed in isolation from other supports rather than part of an integrated system that includes supports for all students, targeted groups of students and those students that require very individualized and intensive supports in order to be successful. Continuum mapping helps schools/districts to view all of the supports that are available to students and to identify which students receive those supports.

The framework for Learning Supports includes six content areas (triangles):

- 1. Supports for Instruction
- 2. Community Partnerships
- 3. Safe, Healthy, and Caring Learning Environments
- 4. Child/ Youth Engagement
- 5. Support for Transition
- 6. Parent Support and Involvement

Each of these content areas includes a three-tiered continuum of supports.

Level 1 (green) – **Core** supports that all students receive. When there is a strong **Core**, in all content areas, problems are prevented or significantly reduced.

Level 2 (yellow) – **Supplemental** supports that are targeted for groups of students. When problems are identified early and supports put in place, positive youth development is promoted and problems can be eliminated or reduced.

Level 3 (red) – **Intensive** supports that are individualized by student.

Continuum mapping is an activity that helps districts/schools graphically organize the supports that are available to students in each tier, across all six content areas. Continuum mapping also makes it possible to identify gaps in supports. A completed continuum map can help families and other community stakeholders understand all of the activity that takes place in a school or district and where they might have a role to play in promoting student success.

INSTRUCTIONS

The purpose of continuum mapping is to begin developing a system of learning supports and reduce fragmentation and duplication of efforts. The purpose of continuum <u>is not</u> to fill in all of the blanks. If you do not have students that require very intensive, individualized supports in order to manage their behavior and ensure their safety and the safety of other students, your school/district would not need to have supports in place for the **intensive** level of the Safe, Healthy, Caring Learning Environments Content Area. If all of your parents participate in the activities that involve parents, your district may not have supports at the **supplemental and intensive** levels of the Parent Support and Involvement Content Area. **Remember:** The supports that are available at the supplemental and intensive levels should be driven by your district data.

- 1. Convene a team of individuals that are familiar with the support in your school/district. Think about these representatives: administrator, general education teacher, special education teacher, guidance counselor, nurse, at-risk coordinator, Safe and Drug Free Schools coordinator, student, parent.
- 2. Describe the Six Content Areas of Learning Supports graphic model.
- 3. Ask the team to generate a list of all of the supports that are available to students in any of the six categories. One way to do this would be to provide all team members with post-it notes and to ask them to write each idea on a separate note. Don't be concerned about the different levels at this point or identifying the specific Content Area for each support.
- 4. For each support, discuss as a group and decide which Content Area is the best fit. The most important part of this activity is the discussion that is generated not finding the "right" Content Area. The group should reach consensus about the "best" fit for the support.
- 5. Now decide the level of support based on these criteria:
 - Is the support available for/delivered to all students? Is it professional development that includes all staff? If yes, then this is a **Core** support.
 - Is the support available to a targeted group of students to meet a specific need or remove a barrier? If yes, then this is a **Supplemental** support.
 - Is the support individualized for specific students? If yes, then this is an **Intensive** support.

Again, it is more important to focus on the discussion and why team members feel a particular support belongs at a particular level.

EXAMPLES

Let's say that you have identified Authentic Intellectual Work (AIW), 2nd Chance Reading, and Assistive Technology as some of the supports that are provided in your district. Since they are all directly connected to the classroom and student access to the Iowa Core Curriculum, these would most likely be placed in the Supports for Instruction Content Area. AIW is for all students and would be considered Core. Supports that are used with talented and gifted students, special education students, or English Language Learners may include strategies that are delivered to groups of students and would be

considered Supplemental. This would be true if a group of students are identified as Talented and Gifted and they receive a support that is only available to that group. For example, a math class that is only for those students that have been identified as Talented and Gifted. There could also be activities that are highly individualized for a particular Talented and Gifted student that would be considered intensive. This type of situation demonstrates the importance of the dialogue that occurs during the mapping activity. There is no right or wrong response for where a support may be placed – it depends on how the group has determined the best fit according to the guidelines provided above.

Additional examples of how supports can be mapped by Content Areas across the three tiers are provided in Attachment 1. The supports that you see listed are certainly not an exhaustive list and are only provided as examples. Schools/districts will have supports that include statewide initiatives as well as those that are unique to the needs of that school/district and the resources that are available.

WHAT NEXT

Completing the mapping exercise is a beginning for further discussion and action, not an end. Because supports frequently change, a schedule should be developed for updating information. The information gathered on the continuum map can be used for a number of different purposes. Here are some possibilities:

- Create a resource guide for your school/district that identifies the supports that are available and contact information.
- Match the supports on the Continuum Map with learning needs that you have identified from both academic and behavioral data. Are there any gaps in supports? Are there duplications?
- Identify quality supports that can fill gaps.
- Re-align resources where duplications exist. Consider using these resources to implement supports where a gap has been identified.
- Invite community stakeholders to add their services to the Continuum map to generate a community
- Map school/district instructional supports separately for each Iowa Core Curriculum Content Area.
- Review outcomes for the identified supports. Are the outcomes consistent with school priorities? If data is not available, is there a good reason to continue this support? If data is available, are the results moving in the desired direction? If not, why not? Are you implementing this support with fidelity? Can you improve something about the way the support is being implemented? Is the support worth a continued investment of time or financial resources?
- Complete a Resource Map (Attachment 2) that provides additional information about targeted groups of students and resources that are dedicated to supports.

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Attachment 1: Sample Continuum Map

Core	Supplemental	Intensive					
	ny cognitive, social-emotional, and phys	cal development. Supports for					
instruction are inherent in the Instruction	onal- Decision Making process which us	ses multiple strategies to provide					
supplemental and intensive supports t	o ensure that children and youth have th	ne full benefit of quality instruction.					
Iowa Core Curriculum	Math Lab	Reading Recovery					
Authentic Intellectual Work	Reading Lab	Assistive Technology					
Every Student Counts	Differentiated Instruction	Compacting					
KU Strategies	Sheltered English Instruction	Acceleration					
Every Learner Inquires							
Cognitively Guided Instruction							
Every Child Reads							
	romote and enhance the involvement of	parents and families members in					
education.		F					
News letters	Parent Program	Family conferencing					
Open House	GED Program for parents	Support Networks					
Activity Back Packs	Home Visits	- Support Notificing					
Parent Volunteers	Supports to meet basic needs						
Conferences	Orientation for new families						
Plays, sporting events, music events	Onemation for new families						
Family Homework or Literacy nights							
I amily homework of Elleracy highlis							
Community Partnerships promote se	L chool partnerships with multiple sectors	of the community to build linkages					
	ent services, opportunities, and support						
Business partners	Mentoring program that pairs	Individualized work experience					
Community Festivals	community volunteers with at-risk						
Classroom speakers	students	opportunity for student with IEPs					
•							
Internships in private and public	Work experience programs for						
sector	students with high rates of						
Homework hotline volunteers	absenteeism						
Safa Haalthy and Caring Lagraing	 	vironments that oncurs the physical					
	Environments promote school-wide env						
	ty of all children and youth through posit	live youth development enons and					
proactive planning for management of School-Wide Positive Behavior	Peaceful School Bus	Wron Around					
		Wrap Around					
Interventions and Support	Check in - Check out	Check and Connect					
Teen Screen							
Olweus Bullying Prevention	population for youth to be accessed in	and contribute to their communities					
	opportunities for youth to be engaged in						
21 st Century Schools	Service Learning Projects for	Restorative Justice					
Youth representation on school	students in juvenile justice system						
committees							
Supports for Transitions enhance to confront children, youth and their familiary	he school's ability to address a variety lies.	y of transition concerns that					
Orientation for students entering	Summer program for students	Individual plan for student reentering					
Kindergarten, middle school and	entering high school who were not	school from out-of-home placement					
high school	proficient in reading in 8 th grade.						
8 th grade plan	College visits for student who would						
o grade plan	be first generation						
	De IIISt generation						

Attachment 2: Resource Map for______

	Continuum			Intervention Framework					Pe	opul	atio	n Serv	ed	Personnel Assigned			Funding Allocation		
Program, Practice, Service, or Strategy	Core	Supplemental	Intensive	Supplements to Instruction	Family Support & Involvement	Community Partnerships	Safe, Healthy, Caring Environments	Youth Involvement	Support for Transitions	General	Eng. Lang. Learners	Special Education	At-Risk	Other (Specify)	Number	Туре	Total FTE	Personnel Costs	Other Expenses
Name:Evidenced based? Effectiveness Measured?																			
Name: Evidenced based? Effectiveness Measured?																			
Name: Evidenced based? Effectiveness Measured?																			
Name:Evidenced based? Effectiveness Measured?																			
Name:Evidenced based? Effectiveness Measured?																			
Name:Evidenced based? Effectiveness Measured?																			
Name: Evidenced based? Effectiveness Measured?																			
Name: Evidenced based? Effectiveness Measured?																			

Mark all that apply

Mark all that apply

List age range/grade level in cell

List FTEs

List total cost